**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 6.EE.2.c, 6.EE.7**  **The Envision Lesson: 17-1 Perimeter**  **\*This lesson plan only covers perimeter of a rectangle. If you want to teach about all polygons, you will need additional time for instruction and practice.** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | Perimeter |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day*   And/Or:  In partners, ask the students to measure the perimeter of one desk (in customary or metric measurement), without giving instruction as to what perimeter is. Collect the answers from each group. This will enable the teacher to find out background knowledge for each group. Choose one group to share the process they used to find the perimeter. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? After students have explained how to find the perimeter, as a class, come up with a definition for perimeter. 2. How will you provide multiple opportunities for vocabulary to be used in context? Ask students where they could use finding the perimeter of an object in real life. Why would they need to know this in the future? What jobs in particular use perimeter often? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  As a class, create a blank chart on the whiteboard, with the number of squares equaling the number of students in the class. Draw a shoe print on the board, any size. Show an example of a Unifix cube and model measuring the perimeter of that shoe using the cube. Ask students questions to generate predictions to what the mean, mode, range, combined, etc. sizes of students’ shoes are in their class. Give each student or partners Unifix cubes or base ten blocks. Ask them to measure the perimeter of one of their own shoe using cubes or blocks only. Record answers on the class chart. As a class, create a frequency table from the data collected on the chart. Students can create their own in their journal as the teacher creates one on the board or chart paper. Then have students create a graph (histogram, etc.) with the collected data and frequency chart in their journals or graph paper while the teacher models on the board. As a class, discuss how to find the mean, mode, range, combined, etc. of their data, and then ask partners to come up with correct answers for this.   1. What materials/manipulatives will you need? Unifix cubes or base ten blocks, journal, graph paper 2. Will each student have enough materials to model the problems? Yes, in partners if necessary   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? They can record their work on graph paper, or journals 2. How will you check for understanding during this phase of the lesson? Walk around, ask questions to see how they found their answers. 3. Will you use the *Extend?* No 4. Will you use the *Link to Investigations*? No | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Use Problem-Based Interactive Learning (pg. 426B). Pass out graph paper. Ask students to draw a rectangle on their paper where each side measures a whole number of units. Have students find the perimeter of their rectangle. Generate a discussion about if they changed the shape of the rectangle, would the perimeter change? How? What would happen if they forget to measure each side?  Draw another rectangle on the board, not using grid units, just numbers. Ask them how to find the perimeter of that rectangle. Have them solve that problem and ask if the perimeter would be the same if the rectangle was rotated in a different direction. Ask the students if they can come up with a shortcut (aka formula) to finding the perimeter of a rectangle. After discussion, teach the formula given in the textbook: P = 2*l* + 2*w*. As a class review the Visual Learning box or use the PowerPoint. Do the example together from that section. Do one more practice problem using the formula and the Guided Practice section.   1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Journals or individual whiteboards, graph paper 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? If there is time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Either Independent Practice and Problem Solving or Reteaching/Practice/Enrichment. 2. Where will students record their work? On paper 3. Will you collect, grade and record the independent practice? Yes 4. How will you check for understanding? Review, grading practice, quick check, CFA, topic test 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? 2. Will you discuss homework? Is so, when? | |